









	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Topic title</b>	<b>Street Detectives!</b> 	<b>Up, Up and Away</b> 	<b>Deep in the Forest</b> 	<b>Towers, Tunnels and Turrets</b> 	<b>Under the Sea</b> 	<b>Hakuna Matata</b> 
<b>Wow starter</b>		Making and testing paper aeroplanes				
<b>Visitor/trip</b>	Walk around the local area – Piece Hall visit		Hardcastle Craggs			Blackpool Zoo
<b>Reading into writing process</b>	<b>Beegu</b> Poems and poetic sentences  <b>The Naughty Bus by Jan Oke</b> Fiction: creating a sequel 'The further adventures of Naughty Bus', letters, Non-fiction: non-chronological reports  <b>Iggy Peck, Architect</b> Labels, captions and fact files  <b>Last Stop on Market Street</b> (Black History Month text)	<b>Sidney, Stella and the Moon</b> <u>Non-fiction</u> : Moon fact files  <b>The Great Balloon Hullabaloo</b> <u>Non-fiction</u> : recount of the journey in the story <u>Fiction</u> : descriptions, own narratives  <b>The Snowman</b> <u>Fiction</u> : descriptions, cartoon strips, speech bubbles, narratives.	<b>The Gruffalo</b> <u>Fiction</u> : three part story, character and setting descriptions <u>Non-fiction</u> : instruction writing 'How to catch a Gruffalo'  <b>Cave Baby</b> Labels and captions, retellings, informal letters, own narratives  <b>Superworm</b> <u>Fiction</u> : Writing predictions, character descriptions, retelling the story	<b>A range of traditional tales:</b> Hansel and Gretel  The Three Billy Goats Gruff  The Magic Porridge Pot	<b>Flotsam</b> <u>Fiction</u> : comic strips, story writing  <b>Big Blue Whale</b> <u>Non-fiction</u> : information text about whales  <b>My Name is Not Refugee</b> (Refugee Week text)	<b>Handa's Surprise</b> <u>Fiction</u> : predictable & patterned language- change setting, description. <u>Non-fiction</u> : non-chronological report.  <b>Meerkat Mail</b> <u>Fiction</u> : Narrative writing, postcards, letter writing  <b>Lila and the Secret Rain</b>
<b>Cross-curricular writing</b>	Description of where we live. Road Safety posters. Information about Edward Akroydon.	Postcard from the moon. Fact file about Neil Armstrong.	Fact files about plants & trees. Instructions- growing plants.	Labelling. A day in the life of... Recount of trip. Science investigations.	Flip book about different types of animals in the ocean. Fact files and leaflets linked to Finding Nemo.	Postcards. Fact files about animals. Recount of trip.
<b>Class book</b>	A range of Fairy Tales	Eric Carle books.	Julia Donaldson books.	The Enormous Crocodile by Roald Dahl.	The Sea Monster by Christopher Wormell	Anna Hibiscus by Atinuke



<b>Maths</b>	Numbers to 10. Addition & Subtraction within 10. Place value within 20. Multiples of 2, 5 & 10.	Addition & Subtraction within 10. Shape.	Addition and Subtraction within 20. Place Value to 50.	Length & Height. Weight & volume. Consolidation.	Multiplication and Division Fractions - halves and quarters. Position & Direction. Numbers to 100. Consolidation.	Numbers to 100. Time. Money. Consolidation.
<b>Cross-curricular maths</b>	Sorting and shapes.	Position & Direction	Counting	Position & Direction	Fractions	Measuring- looking at the size of different animals.

<b>Science</b>	<p><b>Animals including humans: Who am I?</b> Identify, name, draw and label the basic parts of the human body. Say which part of the body is associated with each sense.</p>	<p><b>Animals including humans: Celebrations</b> Say which part of the body is associated with each sense. Distinguish between an object and the material from which it is made. Identify and name a variety of everyday materials, including wood, plastic, glass, metal, water and rock. Describe the simple physical properties of a variety of everyday materials. Identify and describe the basic structure of a variety of common plants, including trees.</p>	<p><b>Animals including humans and everyday materials:</b> Identify and name a variety of animals including fish, amphibians, reptiles, birds and mammals. Identify and name common animals that are carnivores, herbivores and omnivores. Describe and compare the structure of a variety of common animals. Describe the simple properties of a variety of everyday materials. Compare and group together a variety of everyday materials on the basis of their simple properties.</p>	<p><b>Plants and animals:</b> Identify and name a variety of common wild and garden plants, including deciduous and evergreen trees. Identify and describe the basic structure of a variety of common flowering plants, including trees.</p>	<p><b>Animals including humans and everyday materials: Holiday</b> Identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals. Identify and name a variety of common animals that are carnivores, herbivores or omnivores. Distinguish between an object and the material from which it is made. Identify and name a variety of everyday materials including wood, plastic, glass, metal, water and rock. Describe the simple physical properties of a variety of everyday materials</p>	<p><b>Plants and animals and everyday materials: On Safari</b> Identify and name a variety of common wild and garden plants, including deciduous and evergreen trees. Identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals. Identify and name a variety of common animals that are carnivores, herbivores and omnivores. Describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals, including pets).</p>
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<p><b>Geography</b></p>	<p><b>Locational Knowledge</b> Name the seven continents and identify which continent we live in. Name and locate the four countries of the UK. <b>Human &amp; physical geography</b> Identify the seasonal and daily weather patterns in the UK. Use geographical vocabulary to describe local area: weather, season, hill, valley, town, village, house, office, shop, factory, farm, church, flat <b>Geographical skills &amp; fieldwork</b> Use a map to name the countries of the UK and a world map to name the seven continents. Use simple fieldwork &amp; observational skills to study the geography of the school and its surrounding environment. Devise a simple map of the school grounds.</p>	<p><b>Locational Knowledge</b> Name the seven continents. Name and locate the four countries of the UK using aerial photographs and landmarks. <b>Human &amp; physical geography</b> Use geographical vocabulary to describe key human and physical features that could be seen from an aerial view: beach, sea, forest, field, mountain <b>Geographical skills &amp; fieldwork</b> Use a world map to name to seven continents. Look at aerial photographs to recognise landmarks and physical and human features.</p>	<p><b>Human &amp; physical geography</b> Use geographical vocabulary to describe key physical and human features that could be seen in a forest: forest, hill, soil, vegetation. Compare to features in our local area. <b>Geographical skills &amp; fieldwork</b> Use locational and directional language to describe the location of features on a map. Use simple fieldwork &amp; observational skills to study the geography of the school and its surrounding environment. Look at the different types of trees near school and compare with a city.</p>	<p><b>Locational Knowledge</b> Name and locate the four countries of the United Kingdom- look at a famous castle/palace from each and plot on maps. Use aerial photos to recognise different landmarks. <b>Human &amp; physical geography</b> Use geographical vocabulary to describe where castles were built: city, hill, village and town, moat, field. <b>Geographical skills &amp; fieldwork</b> Use a map to name and locate the countries of the UK. Devise a town map with a castle and use basic symbols in a key. Use locational and directional language to plan a route on a map.</p>	<p><b>Locational Knowledge</b> Name the United Kingdom's surrounding seas. <b>Human &amp; physical geography</b> Use geographical vocabulary to describe key human and physical features linked to the sea: beach, cliff, coast, sea, ocean, port, harbour, village, town, shop. <b>Geographical skills &amp; fieldwork</b> Use a map to name to United Kingdom's surrounding seas.</p>	<p><b>Locational Knowledge</b> Name the seven continents with a particular focus on Africa. <b>Place Knowledge</b> Look at similarities and differences between life in Halifax and life in rural Kenya, including human and physical features. <b>Human &amp; physical geography</b> Use geographical vocabulary to describe the key human and physical features in Kenya/Africa compared to England: desert, ocean, river, mountain, weather <b>Geographical skills &amp; fieldwork</b> Use a world map to locate Africa</p>
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<p><b>History</b></p>	<p><b>Chronology and comparing different periods</b> Compare life in Halifax from the past to now by exploring the Piece Hall. <b>Sources of evidence</b> Photos of the Piece Hall and Halifax from the past compared to now. Piece Hall trip – workshop. <b>Changes within living memory</b> Compare jobs and homes – past and present. <b>Significant historical events, people &amp; places in our local area</b> Piece Hall, Shibden Hall</p>	<p><b>Chronology and comparing different periods</b> Timeline of aircraft / space achievements. Look at changes in transport – past and present. <b>Sources of evidence</b> Photos, newspaper headlines/articles, audio clips of events. Ask questions about the first moon landing. <b>Events beyond living memory</b> First man on the moon, first aeroplane flight. <b>Significant individuals in the past who have contributed to international achievements</b> Neil Armstrong, the Wright brothers, Amelia Earhart</p>	<p>-</p>	<p><b>Chronology and comparing different periods</b> Understand when Queen Elizabeth I reigned and when Queen Victoria reigned. How was life different then to now? <b>Sources of evidence</b> Photos, painting, drawings of castles from the past. Ask and answer questions to explore how they have changed. <b>Significant individuals who have contributed to national achievements</b> Queen Victoria- who she was, when she was queen, what she changed. Compare to Queen Elizabeth I. <b>Significant historical places</b> Wainhouse Tower (Victorian chimney)</p>	<p><b>Sources of evidence</b> Photos, news reports. <b>Changes within living memory</b> How have the oceans changed over time? Plastic pollution.</p>	<p><b>Chronology and comparing different periods</b> When did Nelson Mandela live? How was life different for him and others? <b>Sources of evidence</b> Exploring African stories. Revise Black History Month texts. <b>Changes within living memory</b> Explore what life was like for Nelson Mandela. <b>Significant individuals in the past who have contributed to international achievements</b> Nelson Mandela – his achievements</p>
<p><b>Art</b></p>	<p><b>3D work:</b> Using an aerial photo of the local area, recreate using a range of materials.</p>	<p><b>Collage:</b> <b>Jeannie Baker</b> – (hot air balloon scene)</p>	<p><b>Drawing and painting:</b> <b>Van Gogh / Georgia O’Keefe</b>- sunflowers / flowers  <b>Photography:</b> <b>William Morris</b> - Forest school area / school grounds.</p>		<p><b>Textiles:</b> <b>Gunta Stolzl</b> – weaving / sewing</p>	<p><b>Painting:</b> <b>Henri Rousseau</b> - African art- looking at a range of colours, patterns &amp; techniques. Observational skills.</p>
<p><b>D &amp; T</b></p>		<p><b>Design, make and evaluate:</b> Junk model rockets  <b>Technical knowledge:</b> Build structures, exploring how they can be made stronger, stiffer and more stable</p>		<p><b>Exploring mechanisms:</b> Moving pictures (sliders, levers)  <b>Design, make and evaluate:</b> Making a drawbridge castle - pulleys</p>	<p><b>Design, make and evaluate:</b> <b>Textiles</b> Make an underwater animal finger puppet</p>	<p><b>Design, make and evaluate:</b> African masks</p>
<p><b>Computing</b></p>	<p>Grouping and Sorting and e-safety</p>	<p>Pictograms and e-safety</p>	<p>Lego builders and e-safety</p>	<p>Maze explorers and e-safety</p>	<p>Animated stories and e-safety</p>	<p>Coding and e-safety</p>
<p><b>P.E</b></p>	<p>Y1 P.E scheme</p>	<p>Y1 P.E scheme</p>	<p>Y1 P.E scheme</p>	<p>Y1 P.E scheme</p>	<p>Y1 P.E scheme</p>	<p>Y1 P.E scheme</p>



<p><b>Music</b></p>	<p>Learn about the differences between pulse, rhythm and pitch and to learn how to rap and enjoy it in its original form</p>	<p>Listen &amp; appraise other styles of music and continue to embed the interrelated dimensions of music through games and singing.</p>	<p>Learn about different styles of music.</p>	<p>Learn the dimensions of music (pulse, rhythm, pitch etc), singing and playing instruments are all linked.</p>	<p>Listen and appraise, compose with instruments and perform.</p>	<p>Consolidate the learning that has occurred during the year. All the learning is focused around revisiting songs and musical activities, a context for the History of Music and the beginnings of the Language of Music.</p>
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*NB: seasons and daily weather patterns discussed daily.*